

1

CATALOGUE

OF THE

TEACHERS AND PUPILS

OF THE

West Jersey Collegiate School.

1852-'53.

WITH A PROSPECTUS.

Mount Holly:

BURLINGTON COUNTY, NEW JERSEY.

1853.

CATALOGUE.

TEACHERS.

REV. SAMUEL MILLER, A. M.,
PRINCIPAL.

I. BLADEN HANKEY, A. B.,
TEACHER OF ANCIENT LANGUAGES AND LITERATURE.

C. L. B. MCCLUSKEY, A. B.,
TEACHER OF MATHEMATICS AND THE ENGLISH LANGUAGE.

Z. L. NEWELL,
TEACHER OF MATHEMATICS, &c.

SAMUEL MOREL,*
TEACHER OF MODERN LANGUAGES, HISTORY, &c.


F. F. MERCERON,
TEACHER OF INSTRUMENTAL MUSIC.

* The French is Mr. Morel's native language; but a residence in Germany, and, in part, Italian parentage, have familiarized him with the German and Italian languages.

PUPILS.

NAMES.	RESIDENCES.
FRANCIS ASHHURST, . .	Philadelphia.
SAMUEL ASHHURST, . .	" "
JOHN W. BETTS, . .	Jersey City.
REUBEN A. BOYER, . .	Catasauqua.
HENRY E. BRANIN, . .	Medford.
EDWIN F. BREWSTER, . .	Bridgeton.
ROBERT T. BURBANK, . .	Henderson, Ky.
JOHN W. CAMPION, . .	Philadelphia.
RICHARD R. CAMPION, . .	" "
WILLIAM R. COCHRAN, . .	Middletown, Del.
HUGH L. COLE, . .	New Berne, N. C.
WALTER DOUGLASS COMEGYS, . .	Dover, Del.
ROBERT A. CONDIT, . .	Oswego, N. Y.
WILLIAM H. DAVENPORT, . .	Brooklyn, N. Y.
I. MORTIMER DAVIS, . .	Savannah, Ga.
THOMAS H. DESILVER, . .	Philadelphia.
FRANKLIN K. ELLIS, . .	Ellisburgh.
ROBERT W. ELMER, . .	Bridgeton.
STEPHEN B. FOTTERALL, . .	Philadelphia.
J. JULIUS M. HAAGENSEN, . .	St. Thomas, W. Indies.
CHARLES M. HARRIS, . .	Quincy, Fl.
J. HENRY HEISS, . .	New Orleans.
RICHARD P. HOLEMAN, . .	Mount Holly.
HENRY HOLLOWAY, . .	Recklesstown.
JAMES S. HULME, JR., . .	Mount Holly.
EDWARD F. B. LANGSTROTH, . .	Pleasantville, Pa.
BAYARD L. M'INTOSH, . .	St. Mary's, Ga.
JOSEPH H. M'INTOSH, . .	" "
JOHN R. M'KELWAY, . .	Ringoes.
BRYAN M. MOREL, . .	Savannah, Ga.
CHARLES A. MOREL, . .	" "
JACOB MULFORD, . .	Salem.
LEWIS H. NEWBOLD, . .	Philadelphia.

JOSEPH L. NORVELL, .	.	New York City.
CHARLES H. POLHEMUS,	.	Valparaiso, S. A.
EDWARD POLHEMUS, .	.	" "
CHARLES W. POTTER,	.	Tom's River.
SAMUEL POWELL, .	.	Burlington County.
JOHN W. PRIMROSE, .	.	New Berne, N. C.
ARCHIBALD A. RITCHIE,	.	New Castle, Del.
THOMAS S. RUDDEROW,	.	Ellisburgh.
ALEXANDER M. RUIS,	.	San Antonio, Tex.
EUGENE RUIS, .	.	" "
RICHARD C. SHREVE, JR.,	.	Mount Holly.
JOSEPH H. STRATTON,	.	Millville.
ANSON S. TAYLOR, .	.	Mount Holly.
WILLIAM TAYLOR, JR.,	.	Catasauqua, Pa.
WILLIAM R. G. TRUEFITT,	.	Philadelphia.
THOMAS TURNER, .	.	Port Carbon, Pa.
JOHN D. VANDERVEER,	.	Freehold.
JACOB A. YOST, .	.	Pottstown, Pa.

 The foregoing Catalogue contains the names of all the pupils for the last school-year. Whole number, 51. Its publication having been unexpectedly delayed until the commencement of another year, the names of the new scholars already admitted for the current term are added.

JOHN J. BLACK, .	.	New Castle, Del.
JOHN CLARK, Jr., .	.	Lehigh Crane I. Works, Pa.
SAMUEL A. DANFORTH,	.	Alexandria, Va.
JAPHET B. DEACON, .	.	Mount Holly.
CHARLES R. ELMER, .	.	Bridgeton.
JAMES B. GROOME, .	.	Elkton, Md.
JOHN C. GROOME, Jr.,	.	" "
ALLEN HUFFNAGLE, .	.	Mount Holly.
GIDEON E. MOORE, .	.	Burlington.
JOHN L. PARSON, .	.	Mount Holly.
DAVID ROE, Jr., .	.	Haddonfield.
JOSEPH B. ROE, .	.	"
J. FLETCHER STREET, .	.	Mount Holly.
DAVID THOMAS, Jr., .	.	Lehigh Crane I. Works, Pa.
D. GROVES WATKIN, .	.	Mount Holly.

PROSPECTUS

OF THE

West Jersey Collegiate School.

Founded in April, 1846.

GENERAL VIEWS.

THIS School is designed to prepare BOYS, by a liberal, thorough, and practical education, for college, the study of a profession, the counting-room, or any business of life which literary and scientific acquirements may improve and adorn. The plan unites, with the most careful attention to health, physical improvement, and personal habits and manners, faithful religious instruction, and a complete preparatory course in English, the Ancient and Modern Languages, and the Sciences—a course so extended, as to supply, in some good measure, the defect of a college education, when that cannot be obtained.

The enlightened friends of learning in this country must constantly regret, that, while the opportunities of a so-called liberal education are, in some parts, greatly multiplied, our schools produce few thorough scholars. In most of them are adopted crude and insufficient methods of teaching, especially the ancient languages; while for these languages, thus imperfectly acquired, the various branches of a polished English and scientific education are generally far too much neglected. This deficiency in the grammar-school makes it impossible to elevate the standard of college instruction: boys very rarely go to college prepared for such a course of study as they should there pursue. To the lack of competent teachers chiefly, and, from that and other causes, the neglect of those thorough methods long and successfully applied in the best European schools, is this to be attributed. And it is an evil which can but gradually be corrected. One cherished object in establishing this school is, to introduce, progressively, such improvements in both the matter and methods of the course, as to make, at once, thorough scholars, and a decided advance

in the general cause of education. Special pains will be taken to teach boys *how* to study. Generally, years of their school time are thrown away, their first or occasional ardour in the pursuit of knowledge is vainly spent, and hardly curable habits of listlessness and mental inactivity are formed, in but half earnest, and, therefore, almost abortive and greatly discouraging attempts to do—they know not how—they scarcely understand what. Cases there are, doubtless, and ever will be, in the best schools, of incorrigible idleness and aversion to learning; but while these, universally, are referable to unfaithfulness, error, or untoward circumstances, in the earlier training, the number of them will be sensibly diminished by every real improvement in the methods of mental and moral discipline.

It might well occasion scarcely less regret, that our schools, generally, while, in both plan and operation, so inadequate to the production of high scholarship, are modelled upon such narrow views of the province of education. If the mind is ordinarily but half exercised and furnished, other parts of the being are still more neglected—the moral faculties to a lamentable degree—the bodily powers almost entirely. Never, until the teacher's real aim shall be the symmetrical improvement of the whole man, moral, intellectual, and physical—until theory upon this subject shall have been tested and well applied in practice—until many speculations and longings, now idle, shall have prompted patient, earnest, successful effort, will any thing like a complete education be realized. Here, too, the progress of improvement must be gradual. Another object, then, of this school is the development of all the bodily powers, in exercises productive of health and practical skill, and the systematic training of the heart. Upon the education of the intellect, certainly, but even still more upon the education of the physical powers, the will, and the affections, depend self-possession, readiness, and energy in action, usefulness in service, and, in all, the highest enjoyment.

Included, theoretically, in moral, mental, and bodily culture, yet requiring distinct and systematic attention, is what is denominated, by way of eminence, *good-breeding*. And the deficiency of their children's training in this point, oftener, perhaps, than in any other, is observed and regretted by parents. Doubtless too much may be made of it, but a far more prevalent evil is its neglect. In this school it is proposed to give much attention to the cultivation of the manners.

In short, to form symmetrically the body, the mind, and the heart, and so the complete Christian scholar and gentleman—to shape and polish “the arrows of the mighty man”—is our grand object. Wisdom, sincerity, and earnestness in the effort, and, in the result, success, may God, for his own glory, bestow.

COURSE OF INSTRUCTION.

There are twelve classes, numbered from FIRST, the highest, to TWELFTH, the lowest. The studies of each occupy a year; of all together, where the preparatory training has been good, about the period from six to eighteen years old. A child, able to read with tolerable facility, is prepared for the Twelfth Class: one less advanced than this will enter a Primary Department, where the education may proceed from any point. The study of ancient languages will commence with the Eighth Class. A pupil graduated with the Fifth, is prepared for the Freshman Class in College; with the Fourth, for the Sophomore; and with the Third, for the Junior. The place of each pupil, at entering, will be determined, of course, not by age, but by previous progress. Such is the plan, that pupils may pass, in some, or all of their studies, from a lower to a higher standing, in advance of their class—even to a class above, if superior capacity or diligence enable them, without injury to health, or neglect of thoroughness, to accomplish more than the prescribed course. On the other hand, pupils found deficient must descend to a lower place; and none will be graduated with any class without passable proficiency in the studies of that class.

Those who do not study the languages, may complete, substantially, the other parts of the course, beginning with the Eighth Class, in from one half to three quarters of the time required for the full course. So far as possible, the liberty of selecting, in each case, the studies to be pursued, will be given to parents and guardians; and upon their wishes, the time spent in the school, and the pupil's destination in life, the course adopted will depend. But no one will be permitted to undertake studies higher, or more in number, than, in the judgment of the principal, health, previous advancement, and thorough attainments in each branch, permit. Studies commenced cannot be given up before the end of the term, but at the discretion of the principal.

It is a settled principle of the plan of instruction, that, if possible, nothing once learned, shall be suffered to be forgotten. It costs less time and effort to keep a thing in mind, than to learn it afresh. Hence in each lesson is made, so far as possible, an application of the principles and rules learned in former lessons; frequent reviews are required during the progress of each study; and a study completed for the course is occasionally made the subject of distinct attention, by a rapid review, or is kept in mind through its connexion with kindred studies.

The Latin and French languages are made, as far as practicable, the media of intercourse between the teachers and such of the scholars as are learning those languages. The conversation of the French scholars, at their meals, is required to be principally in French. This method of instruction will, to the fullest possible extent, be carried out with all foreign languages, ancient and modern, studied in the school. Translation, oral and written, from English into these languages, is made as frequent an exercise, as translation from them into English; and extemporaneous translations of both kinds are often required. The pupils, frequently, instead of reciting their History and similar studies, in the ordinary way, are required to write, as exercises in spelling and composition, as well as in those studies, the substance of what they have learned. Spelling is learned, for the most part, by writing.

A Schedule of the studies and exercises pursued is annexed.

RELIGIOUS INSTRUCTION.—Holy Scriptures, committed to memory—a portion daily; Bible History; Christian Duty; Natural Theology; Evidences of Christianity; Oral and Written Reports of Discourses heard; &c.

ENGLISH LANGUAGE AND LITERATURE.—Reading; Spelling; English Grammar; Defining; Composition; Rhetoric; English Classics; &c.

LATIN AND GREEK LANGUAGES, LITERATURE, AND ARCHÆOLOGY.
FRENCH, GERMAN, ITALIAN, AND SPANISH LANGUAGES AND LITERATURE.

MATHEMATICS.—Arithmetic; Algebra; Geometry; Trigonometry, Plane and Spherical; with their applications to Mensuration, Surveying, &c. Higher Mathematics, Pure and Applied.—Exercises in each, both mental and written.

NATURAL SCIENCES.—Natural Philosophy; Chemistry; Natural History, including Zoology, Botany, Physiology, Mineralogy, Geology, &c.; Meteorology; Astronomy.

HISTORY—Ancient and Modern, Sacred and Secular.

GEOGRAPHY—Ancient and Modern, Political, Physical, and Mathematical.

PHILOSOPHY—Mental and Moral; Logic.

POLITICAL SCIENCE.—Political Economy; Principles of Natural, Constitutional, and Municipal Law.

COMMERCIAL SCIENCE.—Book-Keeping; Objects and Course of Commerce, &c.

ARTS AND MANUFACTURES.—Principles ; Descriptions ; Illustrations of Natural Philosophy, Chemistry, &c. ; Horticulture and Agriculture.

ELOCUTION AND VOCAL MUSIC.

WRITING AND DRAWING.

GOOD MANNERS, CARE OF PERSON, DRESS, CLOTHES, BOOKS, &c.

HORSEMANSHIP, GYMNASTICS, CALISTHENICS, SWIMMING, &c.

LECTURES.

Besides the familiar illustration of every branch of study in connexion with the ordinary recitations, several Courses of Lectures will be delivered every term. The following, with other subjects, will thus receive systematic attention :

Evidences of Christianity.

Christian Duty, and

Personal Improvement and

Usefulness.

Natural Sciences.

State of the World, and

Contemporaneous History.

Good Manners.

Mnemotechny and

Phonetics, &c., &c.

The scholars attend family worship morning and evening, and public worship every Sabbath. On the Sabbath they also form Bible classes.

They have access to a Reading Room, containing a library and various periodical publications. The School Room is provided with a desk and chair for each, and every thing necessary for their convenience, comfort, and due improvement.

The last Wednesday of each month, and the concluding two days of each term, are days of General Examination. After every examination, the names of successful candidates for promotion to advanced standings, or higher classes, are announced. An Exhibition closes each term.

A DAILY REGISTER of each pupil's scholarship, deportment, &c., is kept, and published every week in the school. An abstract of this will be communicated monthly to the parents, with such other information as they ought to have respecting their sons.

Each pupil graduated honourably with any class, will receive a certificate of his proficiency and good conduct.

LOCATION OF THE SCHOOL;

Health, Physical Improvement, etc.

MOUNT HOLLY, near which the School is located, is a pleasant and healthful village, of between two and three thousand inhabitants, and affords many advantages for such an institution. It is seven miles east of the great travelling route between New York and Philadelphia, and communicates directly with that route, and so with both cities, by railroad, and several lines of cars, daily, in each direction.

The School premises occupy a most eligible situation upon the declivity of "The Mount," and just beyond the outskirts of the town, of which they command a beautiful view. Ample buildings have here been erected purposely, in part, for this institution. The grounds are upwards of eighteen acres in extent, and much the greater part of them is devoted directly to the recreation of the pupils. A gymnasium and an extensive riding course afford amusement as well as wholesome exercise, and promote skill in gymnastics and horsemanship. Each scholar may have a small plot of ground to cultivate for himself, and will be encouraged thus to learn practical horticulture.

Occasional excursions are made by the pupils with the teachers, especially during the summer term, for the sake of health and pleasure. These, it is hoped, may also be made to contribute to their general improvement.

All the domestic arrangements are made, as far as possible, conducive to the comfort, happiness, and substantial benefit of the pupils. Each has a separate bed-room, to which, observing certain rules, he may, at any leisure time, retire for devotion or other purposes.

An unconstrained intercourse between all the members of the school-family, refined by female influence, is provided for, and encouraged, in the hope, that domestic virtues and sympathies may thus be cultivated, in conjunction with severer accomplishments.

The use of tobacco, or intoxicating drinks, in any form, in the school, is utterly prohibited.

No pupil is permitted to have gunpowder, fire-arms, or any species of weapon, in his possession.

TERMS—EXPENSES.

The SUMMER TERM commences on the last Thursday of April, the WINTER TERM on the last Thursday of October; and each continues twenty-two weeks; leaving two VACATIONS of four weeks each. The beginning of a Term is the most eligible time to enter; but new pupils are received at any time, and pay from the date of entrance only. No deduction is made, unless at the Principal's discretion, for absence during the term, delay in returning after a vacation, or an interval less than three weeks between the time of departure and the end of the term. *The regular school-exercises begin, punctually, on the first morning of the term:* to secure the whole benefit of these the pupils should reach the school not later than the previous evening.

Tuition, Board, Washing and Ordinary Mending, Beds

and Bedding, Fuel, Lights, Pew Rent, &c.,—every ordinary expense, for which an extra charge is not here expressly made, - - - per term, \$100 00

For Scholars under twelve, and not studying

the ancient languages, - - - " " ~~92 50~~

French, German, Italian, and Spanish, each, " " 12 00

Instrumental Music, - - - " " 20 00

Use of Piano, - - - " " 4 00

Each Vacation spent wholly or in part with

the Principal, - - - per week, 4 00

BOOKS and STATIONERY will be furnished, when desired, at the city booksellers' prices. All such school-books as they have, scholars would do well to bring with them.

DAMAGES for injury done by any pupil to property not his own, or, by others, to any such property, for the preservation of which he is responsible, are added to his bill. Injuries, of which the authors are unknown, are charged to those discovered in the commission of wilful damage during the term, in the proportion of their several degrees of culpability; or none such, to whom they may be fairly charged, being discovered, then to the whole school in an equal division. This arrangement is important for its moral effect, as well as to secure the institution from loss; while pupils who commit no injury, will seldom bear any, and never more than a trifling charge.

PAYMENT, in all cases, unless otherwise by express agreement, to be *quarterly, in advance.*

Pupils unable to pay the full price, and giving promise of diligence and usefulness, particularly the children of clergymen—of missionaries above all—will be received on such reduced terms, as their circumstances may require, and the means of the institution permit.

TO PARENTS AND GUARDIANS.

The particular attention of parents and guardians to the following regulations is very respectfully invited.

Each pupil should bring, every term, an inventory of the clothing and all other articles sent with him to the school; and these will be examined and compared with such inventory. Every thing subsequently sent must pass under the examination of the Principal. No books, pamphlets, or periodical publications, can be introduced into the school without his approval. No pupil can be allowed to leave, without express permission communicated to the Principal by the parent or guardian directly, specifying the time of leaving, and also, if in regard to this the Principal is expected to exercise any control, the time of return.

The interruption of study by absence during the term, at its commencement or afterwards, must ordinarily involve loss of time, a pupil's falling behind his class, and an unsettled state of mind, unfavourable to the resumption of school duties, with greatly increased trouble, consequently, to the teachers; and is therefore to be seriously deprecated. No pupil, after such absence, longer or shorter, can be permitted to resume his place in the class, without satisfactory evidence that he can and will regain what he has lost, and take again a good standing. The absence of a few always produces more or less dissatisfaction among the rest; and occurring, as it does, most frequently, upon stated holidays—the Fourth of July, New Year's Day, &c.—mars, besides, the arrangements made at the school for the entertainment of all.

It is desirable that boys should not have much POCKET MONEY. Very little, if any, is necessary; and all beyond that little does positive harm. Five dollars per session is the maximum that should be allowed to any of the pupils: most of them should not have so much. By far the best plan is, that it should all pass through the Principal's hands, to be dispensed as parents direct, yet without encouraging idleness or any species of misconduct. And the Principal reserves, in every case, the right of inquiring into a boy's expenditures and the state of his finances, and, if necessary, withdrawing his pocket money, whenever he has reason to believe it is improperly employed. No money will be furnished by the Principal, without express and specific directions addressed to him by a parent or guardian.

CLOTHING, especially that for every day use, should be plain and substantial; summer clothing dark coloured, and of a kind the least easily soiled; that every pupil may engage freely in those active exercises, which are essential to health and a firm constitution. Every article of clothing must be *marked with the full name*. Each scholar must have *slippers, stout overshoes, and an umbrella*.

An interest in the progress and improvement of the pupils, manifested by their parents and guardians, by attending, when possible, the examinations and exhibition, has a most happy effect. Their expected attendance, moreover, furnishes a strong stimulus to exertion. They, therefore, with all the friends of education, are cordially invited to be present on such occasions; while they will be welcomed at all times as visitors.

It is, however, particularly requested, that no visits should be paid on the Sabbath, or so as to involve travelling on that day. No pupil is permitted to leave the school for any species of visit, or, having left, to return, on the Sabbath.

The hearty co-operation of parents and guardians, in enforcing discipline, is of incalculable moment to both the school and their own children. The least countenance by them given to disorder, or the resistance of authority, must be fraught with mischief.

It is earnestly desired that parents and guardians spending any time, greater or less, in Mount Holly, or its neighbourhood, should see their children and wards at the school, rather than require them to visit the Hotels, &c.; which involves exposure to temptation, and various evils, against which the rules of the school carefully guard them at other times. All visits should, if possible, be so managed, as not to interrupt regular school exercises. The neglect of a few recitations, on the ground of a visit from friends, often causes loss irretrievable.

☞ Trunks, boxes, parcels, etc., sent after pupils to the school, should, if "*paid,*" or "*paid to—*" any point on the route,—be distinctly so marked, that payment again, by mistake made, may not be charged in the school bill.

☞ Applications for places should be made as early as possible.

DAY-SCHOLARS.

A few day-scholars are received, who have a separate school-room and play-ground, and form a distinct department, except in the recitation rooms. They enjoy, during the ordinary school hours, every advantage of the boarding-scholars. All that has been before said is to be regarded as applicable to the day-scholars, so far as the nature of the case admits. None are received in this way unless residing with their parents or guardians.

EXPENSES.

For Day-Scholars not studying the ancient languages, and			
not above the seventh class, per quarter, -	-	-	\$6 00
For all others,	"	"	- 10 00

For extra branches, the same as the boarding scholars.

WILLIAM S. YOUNG, PRINTER,
Rear of the Franklin Hall, 50 North Sixth Street, below Arch.
PHILADELPHIA.



